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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 23 titles deal with a variety of topics, including the following: (1) increasing patient communication through modeling; (2) an analysis of elementary Yeshiva school principals' and faculties' perceived leadership behavior and organizational climate in New Jersey and the New York City boroughs of Brooklyn, Manhattan, and Staten Island; (3) academic preparation for a career in professional football: what student athletes need to know regarding certain communication skills, long-term career planning, and personal finances; (4) undergraduate college students' use of assertive message types and perceptions of communication competence in nonclassroom contexts; (5) differences between levels of oral communication apprehension and communicator style of preservice teacher education students; (6) negotiation of meaning in cross-cultural communication: a study of doctor/patient interaction; (7) administrator communication behavior: perceptions of teachers in rural school districts; and (8) communicative competence: an analysis of policy decisions in an administrative setting. (DF)

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INCREASING PATIENT COMMUNICATION THROUGH MODELING

Order No. DA8425448

ANDERSON, LYNDA ANN, PH.D. *The University of North Carolina at Chapel Hill*, 1984. 258pp. Supervisor: Brenda M. DeVellis

Patients, particularly those in clinic settings, often interact passively with providers and rarely ask questions. Effective communication between patients and providers is important given the significant role patients have to play in successfully controlling chronic medical conditions. However, relatively little research exists that has examined patient information-seeking behaviors in the health care context. The specific aims of this study were to investigate how the videotaped presentation of a model seeking information from a patient educator and the type of information sought by the model affect: (a) patient information-seeking behaviors in a live patient education session and (b) patient knowledge and satisfaction. The modeling procedures used in this study were derived from Bandura's Social Learning Theory.

A total of 150 male ambulatory care patients at the Durham Veterans Administration Medical Center with a diagnosis of essential hypertension served as subjects. Patients were randomly assigned to one of two experimental conditions (a question-asking model of problem-raising model condition) or to a control condition.

The research results indicated that exposure to a videotape of a model displaying information-seeking behaviors had a significant impact on patients' subsequent verbal behavior. Comparisons of the two modeling conditions revealed that the problem-raising model videotape, which was conceptualized as depicting a more assertive type of information-seeking behavior, was no more effective in increasing the number of patient verbal statements than was the question-asking model videotape. Furthermore, the latency period before patients' first statement was significantly briefer in the question-asking model condition than in the problem-solving model condition.

Relationships between patients' information-seeking behaviors and patient knowledge and satisfaction were also examined. Knowledge about hypertension was significantly increased in all three treatment groups. However, no significant relationship between patient information-seeking behavior and knowledge was found. Patients were highly satisfied with the patient educator during the live patient education session. Among subjects in the problem-raising condition increased verbal statements was associated with increased affective satisfaction. For subjects in the question-asking condition, shorter latencies were associated with increased affective satisfaction. No significant correlations were found for information-seeking behaviors and cognitive satisfaction. Practical applications and implications for future research are discussed.

COMMUNICATIVE COMPETENCE IN THE COMPOSITION CLASSROOM: A DISCOURSE ANALYSIS

Order No. DA8427716

BARNES, LINDA LAUBE, PH.D. *University of South Carolina*, 1984. 170pp.

Studies in classroom discourse analysis have provided many insights into the ways classrooms are structured by the talk between teacher and student. The language used by the teacher has also been shown to have characteristic linguistic features distinguishing it as a register. The composition classroom is unique in that two levels of discourse exist: an oral interchange and a written interchange. The features of the oral interchange have been well described, but no description has been constructed for the written exchange. Based on ethnographic data, this dissertation is a tentative description of the discourse structure of the interchange between a teacher and student that underlies written comments on student papers and the students' revision responses.

The interchange consists of three to five moves from the teacher's making the assignment to her final evaluation. In her commenting move, the teacher makes two kinds of speech acts--directives and verdictives. Each directive or verdictive can be specified according to five distinctive features: ±indicating, ±locating, ±naming, ±correcting, and ±rule-giving. The students' revising behaviors in the fourth move are either editing or revising and are examined as responses to the illocutionary force of the teacher's comments.

One significant finding is that the teacher's written comments often have an illocutionary force for the student that differs greatly from what the teacher intended, especially in exchanges between the teacher and the unskilled writer. Another finding is the students' response to the comments is shaped by the kinds of comments they receive.

A QUANTITATIVE AND FIELD STUDY INVESTIGATION OF LEADER COMMUNICATION

Order No. DA8427647

BOSHART, DONNA LOU, ED.D. *Oklahoma State University*, 1984. 139pp.

Scope of Study. This dissertation investigates how principals having different leadership styles differ in communicator style, subordinate satisfaction with communication, and oral communication. Principals having leadership styles of being relationship-oriented, no-dominance oriented, and task-oriented were studied as to the effect their communicator style and oral communication had on subordinates' communication satisfaction. Principals carried a tape recorder for five days during the field study in order to gather data relating to content of principal and teacher conversations, number and length of interactions. The person initiating the interaction, principal or teacher, was also taken into consideration. Observation and interactions between principals and staff members formed a basis for qualitative analysis of oral communication.

Findings and Conclusions. Principals having different leadership styles differ in communicator style, oral communication and subordinates' satisfaction with communication. Relationship-oriented principals had subordinates that were the least satisfied with communication of the groups studied. These principals had the least number of interactions with their teachers; however, the principals initiated most of the interactions. No-dominance-oriented principals appeared to be more democratic in their dealings with teachers. This group had the most conversation considering both time and number of interactions. The subordinates of the no-dominance-oriented principals were more satisfied with the communication process than the subordinates of the relationship-oriented principals. Task-oriented principals had subordinates who were the most satisfied with the communication process. Communication was almost equal in number of interactions between task-oriented principals and the teachers; however, the conversation initiated by teachers involved more time.

THE EFFECTS OF VOCALICS AND NONVERBAL SENSITIVITY IN A PERSUASIVE INTERACTION: A REPLICATION AND EXTENSION Order No. DA8503189

BULLER, DAVID BARD, PH.D. *Michigan State University*, 1984. 113pp.

A theoretical formulation is offered to explain the effect of a disordinal interaction between vocalic decoding ability and voice tone condition on compliance, reported by Hall (1980). Poor decoders were predicted to be negatively biased toward and develop negative initial impressions of unknown communicators while good decoders were predicted to be positively biased toward and develop positive initial impressions of unknown communicators. These different predispositions and impressions affect reaction toward communicator voices which either conform to social norms (i.e., neutral) or violate these norms (i.e., pleasant or hostile). Poor decoders were predicted to comply more when encountering a neutral voice and less when encountering a pleasant or hostile voice, and good decoders were predicted to comply less when encountering a neutral voice and more when encountering a pleasant or hostile voice.

In a replication and extension of Hall's methodology, 206 respondents, pretested on vocal decoding ability, need for affiliation, sensitivity to rejection, and communication reticence, were interviewed by interviewers trained to encode either neutral, pleasant or hostile voices. Compliance was assessed by asking for a donation of hours to communication research. Follow-up interviews, by different interviewers, assessed perceived relational messages, voice image and credibility of the experimental interviewers. Interviewer voices were recorded during each experimental interview and groups of judges rated their vocal characteristics.

None of the hypotheses were confirmed, though the interaction reported by Hall was replicated in the neutral and pleasant voice conditions. The vocal portion of the Profile of Nonverbal Sensitivity (Rosenthal et al., 1979) was extremely unreliable, invalidating tests of the hypotheses. The decoding test contained two weak factors which may have resulted from the pairings of correct and incorrect responses. What is actually measured by this scale and how to construct a reliable test of vocalic sensitivity is discussed. Vocalic cues did affect relational message, voice image and source credibility perceptions. Relational message perceptions were also affected by the cognitive style of the respondents. Implications of the nonsignificant results for telephone public opinion surveys are also discussed.

AN ANALYSIS OF ELEMENTARY YESHIVA SCHOOL PRINCIPALS' AND FACULTIES' PERCEIVED LEADERSHIP BEHAVIOR AND ORGANIZATIONAL CLIMATE IN NEW JERSEY AND THE NEW YORK CITY BOROUGHS OF BROOKLYN, MANHATTAN, AND STATEN ISLAND Order No. DA8500178

DEBELLA, ELLIOT ROBIN, ED.D. *St. John's University*, 1984. 203pp.

Purposes. To investigate elementary Yeshiva school principals' and faculties' leadership and climate perceptions; and to examine the relationship between these perceptions and demographic characteristics related to the *principal* (gender, experience, age, training) and the *school* (size, pupil/teacher ratio, socioeconomic status, percentage of pupils bussed). Each characteristic selected was based on literature reviewed.

The LBDQ measures subjects' perceptions of principals' concern for Initiating Structure and Consideration. The OCDQ measured subjects climate type from open to closed.

Procedures. New Jersey's and an equivalent number of New York City's principals reported school and personal demographics. This identification resulted in selecting schools from equivalent rural, urban, and suburban communities and full-time principals of either gender who employed ten or more teachers. Thus, 31 principals and 179 *randomly* selected teachers returned questionnaires.

An ex-post facto design was used to investigate hypotheses. A .05 level of significance was set *a priori*. The t-Test tested for significant differences between leadership and climate means. Pearson-product-moment and Kendall's tau correlations tested for significant relationships. Climate perceptions were illustrated by a histogram and a scatter diagram. Stepwise Multiple Regression assessed the joint effect of independent variables (principals/teachers position) on each dependent variable (scores, climate types).

Conclusions. (1) Principals perceived leadership and climate types more favorably than teachers. (2) Leadership was significantly related to climate. Teachers who perceived principals as effective leaders perceived an open climate. Principals, who perceived themselves as considerate leaders, perceived an open climate. (3) Principals' biographical characteristics significantly related to leadership, not climate, perceptions. Teachers perceived female principals as more effective than males. Principals perceived young females as more effective leaders than older males. (4) School demographics significantly related to open climate. Teachers perceived small percentages of bussed pupils (under 40) relating to open climate. Principals' open climate perceptions related to smaller schools (under 2,000). (5) Socioeconomic location was unrelated to leadership or climate.

Recommendations. Awareness of these findings for employers of prospective Yeshiva administrators, and more qualitative and quantitative research (Participant Observation) was recommended. Researchers should determine additional variables which help schools become productive and pleasant environments.

PRINCIPAL FEEDBACK EFFECTIVENESS AND TEACHER FEEDBACK PROCESS SATISFACTION REGARDING SCHOOL ORGANIZATIONAL CLIMATE Order No. DA8429384

DILK, CHARLES EUGENE, ED.D. *Indiana University*, 1984. 123pp.
Chairperson: Dr. William Wilkerson

The purpose of this study was to examine the survey data feedback process as conducted within four elementary schools representing team teaching and traditional settings. Data for the study were obtained using the *Profile Of a School* and through the development and application of the *School Climate Feedback Process Satisfaction Scale* and the *Principal Feedback Skills Rating Scale*. The *Profile Of a School* was administered to building staff members. Its results formed the basis for principal directed survey data feedback activities. Following the feedback process, staff members completed the satisfaction scale. Analysis of the data was conducted through use of the Mann-Whitney U-test, the Person product-moment correlation, the Kruskal-Wallis one-way analysis of variance by rank, and mean scores.

The study concluded that no significant differences were found between team teaching and traditional settings in reference to school climate characteristics, teacher feedback satisfaction, and principal feedback skills. However, several specific differences were identified which are of interest regarding educational practices. Team settings exhibit more positive feelings toward the decision making process, goal emphasis, and team building. Principals in team settings are regarded as more competent. Traditional settings exhibit strength in goal commitment, leadership, and work satisfaction. The investigation of principal leadership styles, studied as a climate factor, found that traditional settings produced greater teacher feelings of principal support and involvement. Principals in team teaching settings have greater skills regarding the survey data feedback process. Also, team settings produced higher scores on teacher feedback satisfaction. Generally, the demographic variables of years of teaching experience, age, sex, teaching level, and tenure status were not found to be of significance.

ACADEMIC PREPARATION FOR A CAREER IN PROFESSIONAL FOOTBALL: WHAT STUDENT-ATHLETES NEED TO KNOW REGARDING CERTAIN COMMUNICATION SKILLS, LONG-TERM CAREER PLANNING, AND PERSONAL FINANCES

DUBIN, MICHAEL CHARLES, PH.D. *University of Southern California*, 1984. Chairman: Professor J. Tillman Hall

The major purpose of this study was to determine if academic deficiencies existed in professional football players, specifically in the areas relating to career planning, financial planning, and communication skills. It was hypothesized that a university education does adequately prepare professional football players in the National Football League for the business dealings they must undertake in the business of professional athletics, specifically in the areas relating to long term career planning, financial planning, and communication skills.

Subjects were randomly selected from each of the 26 National Football League Teams. All data collection was done under the direct supervision of the National Football League Players Association. Ten subjects were selected from each of the 26 NFL teams.

Statistical measures used to treat the data included measures of central tendency, frequency and percentage distributions, correlation coefficients, and Analysis of Variance (ANOVA).

Findings indicated that subjects were not adequately prepared to deal with most of the financial responsibilities encountered by NFL players. Married subjects, as well as those who had graduated from a college or university, had a significantly higher response indicative of adequate preparation in each of the three areas researched, than did non-married respondants, or those who did not graduate. Interestingly, the majority of subjects (65%) indicated that they were as well prepared for a career in their particular undergraduate major as any other individual with the same undergraduate major who did not play collegiate or professional football.

It was concluded that a university education does not adequately prepare NFL players for the business dealings they must assume when entering a career in professional football, specifically in the areas relating to financial planning, career planning, and communication skills.

(Copies available exclusively from Micrographics Department, Doheny Library, USC, Los Angeles, CA 90089.)

INTERPERSONAL COMPETENCE, COMPLIANCE, AND PERSON-CENTERED SPEECH COMMUNICATION IN THE DELIVERY OF NURSING CARE Order No. DA8502198

KASCH, CHRIS RANDALL, PH.D. *University of Illinois at Urbana-Champaign*, 1984. 203pp.

This study sought to narrow the separation of the traditions of nursing and communication theory and research. It was suggested that: (1) in order to link theory and practice more closely nursing models will need to provide a more theoretically-motivated account of the nursing process which furnishes a foundation for assessing the cognitive and behavioral competencies which underlie effective nursing action; and (2) linking the process of nursing with theory and research in interpersonal competence is likely to be an important move in building a comprehensive theory of nursing. The focus of the present study was on the relationship of individual differences in nurses social cognitive development to seven dimensions of person-centered strategic communication behavior. The specific purpose of the study was to investigate the relationship between three core tendencies underlying psychological development (differentiation, abstractness, and integration) and the quality of the communication strategies renal health caregivers employ in attempting to use communication for the purpose of facilitating patient adherence. The results of this study suggested that nurses' level of social cognitive development is likely to be an important factor underlying the ability to adopt a more person-centered interactional orientation. The constructivist approach to communication studies, on which this study is based, appears to be rich in implications for understanding the way in which nurses' natural social cognitive orientation influences the ability to use communication as a resource for accomplishing interpersonal goals and objectives. The social cognition/person-centered communication relationship is discussed in terms of its implications for nursing theory development, clinical practice, and nursing education.

A STUDY TO DETERMINE THE RELATIONSHIP BETWEEN ORGANIZATIONAL CLIMATES AND MANAGEMENT STYLES OF CONFLICT AS PERCEIVED BY TEACHERS AND PRINCIPALS IN SELECTED SCHOOL DISTRICTS

Order No. DA8429858

KEENAN, DIANNE, ED.D. *West Virginia University*, 1984. 114pp.

This study was to determine the relationship between organizational climate and the management style of conflict as perceived by principals and teachers in schools in selected school districts. The data was collected from twenty-nine schools in five selected school systems in the Upper Ohio Valley and the Northern Panhandle of West Virginia, using two forms of two instruments.

The *Profile of a School* was used to assess principals' and teachers' perceptions of the organizational climate of each of the twenty-nine schools. The *Rahim Organizational Conflict Inventory II* was used to determine how principals and teachers perceived the management style of conflict in each of the schools.

Four null hypotheses were tested to determine whether a significant relationship existed between the variables stated in each of the hypotheses. It was found that: (1) there was no significant correlation between the principals' perception of organizational climate as compared to the teachers' perception of organizational climate, (2) there was no significant correlation between the principals' perception of management style of conflict in four of the five styles. There was, however, a significant correlation between the principals' perception and the teachers' perceptions of only one management style of conflict, avoiding, (3) there was no significant correlation between the organizational climate and management style of conflict as perceived by principals, and (4) there was no significant correlation between the organizational climate and four of the five management styles of conflict as perceived by teachers. There was a significant correlation between the organizational climate and the integrating style of managing conflict as perceived by teachers.

AN INVESTIGATION INTO THE UTILITY AND EFFICACY OF TRAINING IN BEHAVIOR MODIFICATION TO FIRST-LINE CLERICAL SUPERVISORS IN AN ORGANIZATIONAL SETTING

Order No. DA8424439

KLEIN, DAVID H., PH.D. *Michigan State University*, 1984. 226pp.

This study looks at behavior modification techniques as training devices in organizational settings. The subjects were supervisors selected and assigned randomly from a population of volunteers from two major departments in state government. Subjects were assigned to either experimental or control groups. The experimental group was divided into two training groups which were each given an eight-week training program in behavior modification. Training consisted of eight one-hour sessions given one each week. A series of behavioral concepts were presented which included such topics as recording behavior, defining and pinpointing behavior, graphing behavior, reinforcing concepts, and the designing of intervention into problematic behavior. Data were kept on reactions to training and the learning of the training concepts. Each subject also demonstrated the actual application of the training concepts in projects done in their work units with actual problem workers. Finally, data were kept on the influence of training, on productivity, and on absence behaviors in work units. Results indicated that supervisors did not react more positively to training afterwards than before. However, supervisors did learn the concepts. They were able to supply the behavioral concepts in projects that largely resulted in the achievement of modifying defined problematic behavior in work units. Further data kept on absenteeism in work units of supervisors who went through training and a control group of supervisors showed no statistically significant differences between experimental and control group supervisors for absenteeism. There were small but statistically significant differences between experimental and control group supervisors on the productivity dependent variable.

A DEMOGRAPHIC AND STRUCTURAL APPROACH TO COMMUNICATION CLIMATE AND PERFORMANCE FEEDBACK WITHIN THE SECRETARY/SUPERVISOR DYAD

Order No. DA8502888

MAYS, ARLENE FRANCES, PH.D. *The University of Michigan*, 1984. 226pp. Co-Chairmen: C. William Colburn, Lee Danielson

The purpose of this study was to investigate the effect of several independent variables on subordinate perceptions of interpersonal communication climate (ICC) and performance feedback valence. The (a priori) independent variables were grouped into two general categories: (1) demographic and (2) structural. Secondly, the relationships between ICC, feedback valence and job satisfaction were also assessed.

This study is unique because it investigates perceptions of communication climate from an "interpersonal" perspective rather than an *organizational* perspective. This focus required adapting existing climate dimensions into relevant measures for the writer's purposes. A factor analytic technique produced six analytical factors of ICC which included (1) trust, (2) influence, (3) support/openness, (4) understanding, (5) clarity, and (6) downward communication. These factors were used to test all relationships.

The study sample consisted of non-managerial *private secretaries* who previously have been untapped subjects in former climate studies. Respondents (N = 181), from a total of nine different organizations of various sizes and types, completed a self-administered questionnaire on company time.

The results of this study indicated that of the independent variables the two most significant predictors of both ICC and performance feedback were (1) performance evaluation ratings given to the secretary by the supervisor and (2) the secretary's perceptions of their own secretarial skills. Other significant predictors of ICC included the duration of time secretary/supervisor had worked together; the age of the secretary; and the age difference between secretary and supervisor. Findings also indicated moderate to high correlations existing between ICC factors and both feedback valence and job satisfaction, depending on the specific factor. In addition, certain ICC factors were found to be strong predictors of both feedback valence and job satisfaction. Based on the findings, the study concluded by suggesting that human development programs or skill development, and thorough training/re-training (of subordinates) are possible antecedents of positive feedback, higher job satisfaction and favorable communication climate between private secretaries and their supervisors.

LECTURE AND ROLE PLAY INSTRUCTION FOR COMMUNICATION SKILLS: AN ANALYSIS OF THE INFLUENCE OF STUDENT ATTRIBUTES AND TEACHING STRATEGY ON LEARNING OUTCOMES

Order No. DA8503439

NORRIS, JOAN FRANCES, PH.D. *The University of Nebraska - Lincoln*, 1984. 173pp. Advisers: Udo Jansen, James Walter

Nursing students (N = 147) who varied on the attributes of traditional-nontraditional status and field-dependent-independent learning style were randomly assigned to lecture or role play as the instructional strategy for teaching basic communication skills. Performance outcomes included objective tests administered at two time intervals and ratings of process recordings of actual interactions on the communication dimensions of respect, caring, concreteness and empathy. These learning outcome measures were analyzed using analysis of variance (ANOVA) and analysis of covariance (ANCOVA). Student evaluations of the instructional strategy experienced were analyzed using chi square (X2).

Significant differences (ANOVA $p = < .05$) were demonstrated for learning style with field independence associated with higher mean scores on both objective tests. This is not consistent with the expectation that field dependent students would perform better on measures of interpersonal skills. Maturity appeared to be a factor as the nontraditional students groups, who were older, held previous baccalaureate degrees and had greater life experience, had higher mean ratings on the dimensions of caring, concreteness and empathy than did traditional students when age was controlled as a covariant. Significant two way interactions were demonstrated for (1) sex and instructional strategy on objective tests and (2) learning style and traditional-nontraditional status on ratings of concreteness. No significant differences were demonstrated on overall performance measures between groups of students taught by lecture or by role play. Students in general preferred role play to lecture instruction and significant differences were demonstrated ($X2\ p = < .05$) between the two groups indicating that the role play group was more likely to express active involvement and interest in learning while the lecture group was more likely to express confidence in their understanding of the material and that the objectives had been met. Implications of the study findings for further research and for curriculum planning in nursing are discussed.

DIMENSIONS OF THE PROVIDER-PATIENT ENCOUNTER: CULTURAL PERCEPTIONS OF HOME AND U.S. HEALTH CARE DELIVERY SYSTEMS

Order No. DA8423408

PARKER, CHRISTINE THERESE, PH.D. *Purdue University*, 1984. 320pp. Major Professor: Gwendolyn Mettetal

Many members of cultural minorities have chronic and debilitating illnesses which need effective medical care. The discovery of patient expectations and the application of proxemics within the intercultural health encounter may lead to improvement of provider-client relations and adherence to recommended health regimens.

A total of 398 international students completed a 97-item questionnaire dealing with four communication factors: (1) communicator style, (2) affective behavior, (3) information processing, and (4) time with the provider. A partially nested repeated measures design was used. Six geocultural groups were created and subsumed under two levels of cultural contact preference. Treatments consisted of items directed toward the: (1) home provider, (2) US doctor, (3) US nurse, and (4) US technician.

Although major hypotheses received only partial support, several interesting patterns emerged. The home provider and US doctor were found to be the friendliest, most attentive, and relaxed of the four providers. The US nurse was the main information giver and receiver. The US doctor, interestingly enough, was viewed most positively in caring and sympathetic behavior toward patients.

The US nurse was the only provider with significant results for virtually all hypotheses; this indicates she played an integral role in the health encounter. Geocultural differences were marked between Arabs and Indians and between Asians and Mediterraneans, with Indians consistently more negative in their responses to all providers on all dimensions. The exploratory hypotheses found significant relationships among affective behavior, communicator style, and time for both the home provider and US doctor.

Regression analyses found patient satisfaction constructs to be partially explained by the communication factors. The communicative patterns of the home provider and US doctor were distinctly different in the first two SSA clusters.

UNDERGRADUATE COLLEGE STUDENTS' USE OF ASSERTIVE MESSAGE TYPES AND PERCEPTIONS OF COMMUNICATION COMPETENCE IN NONCLASSROOM CONTEXTS

PARKER, JOHN REED, PH.D. *University of Southern California*, 1984. Chairman: Professor Kenneth Sereno

The current investigation examined teachers' and students' perceptions of competent student communication in a nonclassroom context. Scolars have long been concerned with the quantity and quality of classroom communication that takes place between teachers and students. Relatively little research has gone beyond the classroom setting and most of that research has been conducted at the elementary level of education. This study specifically examined undergraduate college students' ability to appropriately and effectively interact with teachers outside the classroom.

The research consisted of a pilot study and two data collection phases. The pilot study was conducted to provide relevant information for the development of narratives used in the data collection questionnaire. The questionnaire was first administered to students and then to teachers. The data collection phases employed a 2 x 3 factorial design. The two independent measures for both teachers and students were the same: gender of the teacher in the narratives and student message type (assertive, nonassertive, and aggressive).

Six research questions were posed to compare the perceptions of teachers and students. Statistical analysis of the data demonstrated that both teachers and students perceive assertive messages as appropriate and effective in nonclassroom interactions. The results also suggest that students do not frequently communicate assertively for fear of negative sanctions. In addition, students perceive that assertive messages are appropriate and effective with teachers of both genders.

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MENTOR/PROTEGE RELATIONSHIPS AMONG BLACK PROFESSIONALS IN SELECTED ALLIED HEALTH OCCUPATIONS: EFFECTS ON PERSONNEL DEVELOPMENT

Order No. DA8425791

PRIMUS, BOBBIE JEAN, ED.D. *Virginia Polytechnic Institute and State University*, 1984. 180pp.

There has been a proliferation of studies produced about mentoring and careers during the last 10 years. Since Levinson's work, *Seasons of a Man's Life* (1976), researchers have studied the effects of mentoring on White males (and recently White females) and their success in business. The effects of mentoring on the personal and professional development of Black professionals have been generally ignored in the research particularly in the health related occupations.

In this exploratory study, the researcher investigated the effects of mentoring on the personal and career development of 28 Black professionals and one White professional in selected allied health occupations both in clinical and academic settings at Howard University, Washington, DC.

Contrary to several previous studies (Kanter, 1977; Roche, 1979), mentoring did not have as strong an effect on salary and position level of the subjects as did age, experience, early life influences, and academic preparation. This finding was not unexpected. As Merriam (1983) observed in her critique of research on mentoring, many of the previous studies did not attempt to control for other factors affecting salary levels. The findings also indicated that the male subjects have both provided and benefitted more from mentoring than have women.

All of the respondents, who had been either a mentor or protege, emphasized the importance of mentoring in their personal and professional development.

AN ORGANIZATIONAL ANALYSIS OF THE COMMUNITY LEGAL EDUCATION MOVEMENT IN THE LEGAL SERVICES CORPORATION

Order No. DA8500126

RAMIREZ-SOTO, ISMAEL, ED.D. *University of Massachusetts*, 1984. 182pp. Director: Professor David Schimmel

This study examines how teaching about the law complements the work of legal services programs for the poor, how Community Legal Education (CLE) has been designed and implemented, what problems have programs faced implementing CLE, and what solutions have been proposed to overcome those problems. This study traces the historical foundations and development of CLE within the Legal Services Corporation (LSC). It also examines organizational characteristics of 62 legal services programs with identifiable CLE components and describes how three programs have successfully integrated CLE into their work. Finally, it sets forth a series of recommendations for the LSC and local programs to research and develop CLE as a complementary service component.

This study indicates that CLE is not well understood by many persons employed in legal services and that such misunderstanding may be attributed to the plurality of CLE functions. The study also found that CLE functions include eradicating legal illiteracy, providing alternatives to individual case aid, acting as a complementary strategy to law reform work, insuring that the program remains accountable to clients, and promoting client involvement to insure the program's political survival.

This study reveals that while CLE was one of the original service modalities for legal services programs, it has not been considered important enough to develop on a large scale. Four major obstacles to the implementation of CLE have been identified: (a) inadequate criteria to test CLE effectiveness, (b) LSC dependence on clients for political protection, (c) reliance on attorneys to design and implement CLE, and (d) the limitations inherent in assisting large numbers of clients on an individual basis. The study concludes that CLE can be an effective service if integrated into the LSC structure and made a part of other LSC activities.

TOWARD A THEORETICAL MODEL OF THE INTEGRATION OF ORGANIZATION DEVELOPMENT WITHIN THE ADMINISTRATION OF HIGHER EDUCATION

Order No. DA8424471

ROGERS, RUSSELL R., PH.D. *Michigan State University*, 1984. 291pp.

During the last decade, the administration of higher education has been faced with the responsibility of directing colleges and universities through unprecedented change. At the same time, organization development has been utilized--primarily in business and industry--as a strategy for facilitating the process and dynamics of organizational change. With this as context, the purpose of this study was to compare analytically the literature of organization development with the literature of higher education administration as the basis for developing an integrative and descriptive model wherein organization development could be explored as a potential strategy for managing the institutional change crucial to higher education.

To accomplish this purpose, the process followed was as follows: (1) exploration of fundamental organization development literature to determine consensus regarding basic premises, values, and purposes; (2) exploration of fundamental higher education administration literature to determine consensus regarding basic premises, values, and purposes; (3) comparative analysis of the relationship between the basic premises, values, and purposes of organization development and those of higher education administration; (4) development of a framework for model building from model theory; (5) development of a descriptive model from the comparative analysis in accord with model theory; (6) submission of model and guidelines to three separate expert panels for their critique (organization development panel, higher education administration theorist panel, and higher education administration practitioner panel); (7) revision of model and guidelines in accord with responses and suggestions from panelists.

It was found as a result of the study that organization development and higher education administration have substantive areas of congruence as well as incongruence at the level of their basic premises, values, and purposes. Hence, the utilization and application of organization development as a strategy for higher education administration will need to be confined to areas of congruence or adapt accordingly to the distinctive qualities of higher education administration.

DIFFERENCES BETWEEN LEVELS OF ORAL COMMUNICATION APPREHENSION AND COMMUNICATOR STYLE OF PRESERVICE TEACHER EDUCATION STUDENTS

Order No. DA8501517

RUTHERFORD, WILLIAM BARRON, PH.D. *North Texas State University*, 1984. 153pp.

The classroom communication behavior of preservice teacher education students was the focus of this research. The study was designed to provide descriptive and empirical data for teacher educators to use in designing preservice and in-service training in classroom communication. Additionally, an interdisciplinary focus on research from the fields of interpersonal and instructional communication as applied to teacher education was emphasized.

The sample for the study included 30 secondary and 29 elementary preservice teacher education students. The sample was stratified on the basis of the level of communication apprehension. A total of 30 high level apprehensive and 29 low level apprehensives were identified. The Personal Report of Communication Apprehension-24 (PRCA-24) was administered as a pre-posttest measure. Scores from the Communicator Style Measure (CSM) were analyzed with the PRCA-24. University supervisors and public school cooperating teachers completed a modified version of the CSM on two separate observation occasions.

Data analysis revealed that significant differences existed between elementary and secondary preservice teachers on the Group Context and the Total scores on the PRCA-24. An analysis of covariance, with the pretest as the covariate, revealed no significant differences between high and low apprehensives on any context of the PRCA-24. High apprehensives remained highly communication apprehensive throughout the student teaching experience. Low apprehensives, however, became highly apprehensive by the completion of student teaching. Significant differences existed between high and low apprehensives on eight of ten subconstructs on the CSM. Significant differences between self-reported and observed communicator style were found for both high and low level apprehensive subjects observed by the university supervisor; the self-reported and communicator style observed by public school cooperating teachers was consistent. Multiple analysis of variance results indicated that significant differences existed between first and second observations of communicator style by university supervising teachers and public school cooperating teachers. Implications of these findings were discussed, conclusions were presented and directions for future research were posited.

CONFIRMING COMMUNICATION IN SUPERVISOR/SUBORDINATE DYADS Order No. DA8503682

SHILOWITZ, MICHAEL, PH.D. *The University of Utah*, 1985. 152pp.

This study attempted to determine if behaviors believed to promote and maintain confirming interpersonal relationships between supervisors and subordinates are linked to desirable organizational outcomes. The interactions of 10 supervisors with 76 subordinates were taped and analyzed with an instrument designed especially for this study. Four research hypothesis were tested to measure the relationship of the behaviors exhibited in the interaction with the subordinate's perceptions of the confirming characteristics of the supervisor, their satisfaction with the supervisor's communication, and their job satisfaction. Additionally, the data was analyzed to determine if the interactions of company designated average and effective supervisors differed. The results indicated that subordinates who perceive their supervisor to be a confirming supervisor also perceive their communication with the supervisor to be more satisfying, and they report more job satisfaction. The subordinates of company designated effective supervisors perceived their supervisors to be more confirming than subordinates of the designated average supervisors. In spite of the significant perceptual differences, the results indicated no differences in the supervisor's behaviors with the subordinates.

NEGOTIATION OF MEANING IN CROSS-CULTURAL COMMUNICATION: A STUDY OF DOCTOR/PATIENT INTERACTION. (VOLUMES I AND II) Order No. DA8428445

SUPRAPTO, SITI ADIPRIGANDARI ADIWOSO, PH.D. *Georgetown University*, 1983. 416pp.

Linguistic analysis of conversations between interactants of different cultural backgrounds has shown how differing cultural assumptions and values used in inferencing mar communication, leading to communication breakdown (Gumperz and Tannen 1979). A question is raised as to whether communication across cultural and social boundaries is possible.

This study investigates how an Indonesian/Javanese obstetrician/gynecologist interacts with his English-speaking patients, black and white Americans, in two private practice settings. The data base consists of 84 recorded conversations between the physician and his patients, during the patients' initial and subsequent visits. The investigation focuses on patient responses to two features of the physician's conversational style: namely, statements with rising intonation, and laughter in clarifying exchanges.

The analysis of data, in addition to playback with the patients and the doctor, showed that the physician's culturally-based strategy of using a statement with rising intonation as a presequence, a deference strategy for requesting information and showing attentiveness, as well as inviting repair, was accommodated by the patients. They reshaped their expectations and adjusted their responses to meet the physician's expectations.

Across time, laughter, used by the physician as a deference strategy, was adopted by the patients. The patients' perceptions of what laughter conveys, based on their own cultural assumptions, differed from those of the physician. Nonetheless, in cases where laughter was not intended for joking, the mismatch between a patient's interpretation and the doctor's intention did not result in breakdown but enhanced the conversation instead.

This study shows that it is not only the sharing of strategies that makes people feel that they are on the same wave length but also the fulfillment of each other's expectations. Even when intention and interpretation differ between speaker and hearer, when interactants realize each other's expectations, communication across cultures is still possible.

COMMUNICATIVE COMPETENCE: AN ANALYSIS OF POLICY DECISIONS IN AN ADMINISTRATIVE SETTING Order No. DA8504429

SWALLEY, ELAINE ANNE, ED.D. *University of San Francisco*, 1984. 164pp. Chairperson: Ellen A. Herda

This is a study about communication as a medium for expressing power and interest within organizations. This study analyzed, linguistically, the policy decisions made by board members. The members of the board included teachers, administrators, higher education representatives and business professionals.

The researcher was interested in documenting how validity claims (Habermas 1970; 1977; 1979; Gouldner 1976) are perpetuated, obscured or legitimated in policy-making. Specifically, validity claims inherent in the structure of speech were examined from a critical theory perspective, which integrates interpretive understanding and a critique of ideology with an historically oriented perspective of social systems (McCarthy 1979; xii).

Validity claims were examined from the premise that monological knowledge, tradition or solitary ego (e.g., an individual member) alone, cannot validate policy decisions; these factors mark the boundaries of reality held or received by members in organizations. The concept of legitimacy in policy decisions was examined from a perspective of critical theory. Critical theory provides a concern about improving human individuality by fostering an awareness and an understanding of existing political and social conditions so that organization members may examine action and knowledge. Individuals may then become actively involved in policy decision processes.

This self-reflective technique enabled the individuals in this study to examine the fundamental basis of power and interests within their communicative processes. Individual board members became more responsible for their choices based on reflection and fundamentally changed their minds about their roles on the policy board because of this research project.

ADMINISTRATOR COMMUNICATION BEHAVIOR: PERCEPTIONS OF TEACHERS IN RURAL SCHOOL DISTRICTS Order No. DA8425801

TAYLOR, ROBERT MAURICE, II, ED.D. *University of Missouri - Columbia*, 1984. 105pp. Supervisor: Dr. Jerry W. Valentine

Purpose of the Study. The purpose of this study was to investigate the communication process of rural administrators as perceived by teachers within their school district.

Procedures. Data were gathered from rural Missouri teachers on their superintendent, high school or elementary principal in each district selected using the *Audit of Administrator Communication*.

Conclusions. (1) Rural superintendents are perceived as less effective in communication skill than either elementary or high school principals. (2) Rural elementary and high school principals are perceived as having similar communication styles. (3) Superintendents perceived communication skills are significantly different based upon the number of teachers in the school system. (4) When findings of this study are compared to previous similar research in non rural school districts rural principals are typically rated lower in communication skills. For example, in research conducted by Laffey the AAC scores were higher than the same scores in this study. The Laffey study was a cross section of communities. This presents an interesting contrast to conclusion one because the span of control in larger schools is typically larger than is the case in a rural setting. Thus, the logical conclusion is that suburban and urban administrators are perceived by their teachers as being more skilled in communication. Because these data are based upon perceptions of unique groups, the weakness in making such a conclusion lies with the variance of expectations and frame of reference of teachers completing the instruments.

Implications/Recommendations. (1) Specific research should be conducted analyzing communication in rural, suburban and urban schools with particular emphasis upon variables which might explain the difference in communication scores between the three groups. (2) Because of the scarcity of literature related to research on rural schools further study should be done on rural school districts. (3) Improvement of communication skills by rural administrators may require universities, professional organizations, etc. to place more emphasis on the importance of communication in the pre and inservice training of rural superintendents. (4) Teacher training institutions and professional organizations should make teachers aware that their perceptions of superintendents may change based upon the size of the faculty and the demographic subgroup of the faculty they represent. (5) A systematic program should be developed for practicing administrators to analyze the total communication environment of a school district and consider changes to improve that environment.

CONFLICT MANAGEMENT IN VOLUNTARIES: AN EXPLORATORY STUDY **Order No. DA8504330**

TEMKIN, TERRIE CHARLENE, PH.D. *The University of Oklahoma*, 1984. 136pp. Major Professor: H. Wayland Cummings

The purpose of this study was to determine whether one's own position, the position of the person with whom one is in conflict, or the content of the conflict situation significantly affects people's choice of conflict management styles (cms) in voluntary organizations. Subjects were 54 staff members, 54 board members, and 54 volunteers randomly selected from 18 organizations with a variety of missions. Subjects were sent a copy of the *Organizational Communication Conflict Instrument* (OCCI) which lists 30 typical behaviors for dealing with conflict and the description of a conflict situation. Subjects received one of nine situations, each specifying the content of a conflict--a misinterpreted message, an organizational concern, or a personality problem--and the position of a person with whom one was to envision being in conflict--a staff member, board member, or volunteer. Subjects' responses on the OCCI were summed on three subscales--nonconfrontation, solution-orientation, and control--to obtain a profile of their preferred cms. No significant differences in cms are attributed to position, sex, or length of tenure in an organization. The content of a conflict situation does not affect the choice of cms. Nonconfrontation strategies are selected by people in voluntaries significantly more often when organizational concerns rather than personality differences are the source of the conflict ($F(2,157) = 3.46, p < .05$). When conflict centers on organizational concerns and one is in conflict with volunteers, solution-orientated behaviors are used significantly more often than when the conflict is with staff members ($t(153) = 3.13, p < .01$). When volunteers are in conflict with other volunteers they use significantly more controlling behaviors than do staff members ($t(153) = 6.04, p < .01$) or board members ($t(153) = 3.90, p < .01$) involved in similar conflicts with volunteers. These findings contradict earlier findings generated in profit-oriented organizations, suggesting that research results are not generalizeable between settings. People in voluntaries appear to put the needs of the organization before their own needs. Also, volunteers' contributions are both solicited and appreciated by others working in voluntaries.

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